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ABSTRACT

This publication contains nine papers that speak to problems related to the design and implementation of inservice education programs. These problems were ones that the authors discovered and faced as they operated their respective Teacher Corps projects. Each paper identifies a problem related to inservice education, presents solutions that were attempted in the projects, and describes the inservice activities related to solving the problem. While these problems, solutions, and activities were set within Teacher Corps projects, they are generic in the sense that virtually all inservice programs face the same kinds of problems. The problems dealt with include cooperation between colleges, school districts, and individual schools; teacher involvement; the formulation of collaborative objectives; community involvement; release-time for teachers; the use of volunteer substitutes to provide release-time; and the relationship between pupil achievement and teacher performance. (Author/IRT)

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PROBLEMS AND PROCESSES OF INSERVICE EDUCATION

The Experiences of Seven Teacher Corps Projects

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SOUTHEASTERN TEACHER CORPS NETWORK

The Southeastern Teacher Corps Network (SETCN) is a regional network of Teacher Corps projects in the states of Mississippi, Alabama, Georgia, South Carolina, and Florida. The group exists as a collaborative group to provide training and assistance to the project directors and project staffs in those states. During 1976-77, there were nine projects located in the SETCN region. The directors of these projects served as the Board of Directors for the Network. The Board of Directors determined their mutual needs, designed workshops, conferences, and other services in order to meet those needs, and participated in the development of two monographs—one on Community Council governance, and this one on Inservice Teacher Education.

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TABLE OF CONTENTS

page

Southeastern Teacher Corps Network iii
Acknowledgements v
Contributors vii
Table of Contents ix
Introduction 1

Chapter

1 Inservice Needs Assessment, *Barry N. James* 5

2 A Collaborative School Based Inservice Program, *Lee Ann Truesdell* 17

3 Teacher Involvement in Inservice Education, *Sylvia Arnold* and *Gaye Stewart* 29

4 Formulating Inservice Objectives—A Collaborative Approach, *John T. Bullock* and *Joyce Burick Swarzman* 41

5 Collaborative Efforts for Delivering Inservice Education to Teachers, Interns, and Community, *Samuel Morrow* 47

6 Community Involvement, *James Doanes, Marie Blake,* and *Sylvia Arnold* 55

7 A Model for Providing Released Time for Teachers to Participate in Inservice Training, *U. Eugene George* and *Barbara Stern* 67

8 The Use of Volunteer Substitutes to Provide for Released Time for Inservice Teachers, *Earl C. Leggette* 73

9 Relating Pupil Achievement to Teacher Performance: Inservice Education for Vocational Education, *Howard Fortney* 81

INTRODUCTION

The Teacher Corps, for more than a decade now, has been committed to improving the education of pupils from impoverished and depressed socioeconomic home and school environments. In a continuing effort to strengthen the educational opportunities for boys and girls, Teacher Corps has encouraged the design, implementation, and evaluation of training programs for teacher interns and, more recently, inservice programs for experienced teachers and teacher aides. Inservice education programs for experienced teachers and teacher aides is a new dimension of the overall Teacher Corps effort, and was made possible through legislative enactment by the 93rd Congress of the United States.

New models of preservice and inservice education for teachers and teacher aides are being generated by Teacher Corps projects around the country. These models are built upon collaborative relationships involving: (a) local educational agencies, (b) state educational agencies, (c) community people, and (d) institutions of higher learning.

In 1975, at the Teacher Corps National Conference in Washington, D.C., both Senators Edward Kennedy and Jacob Javits stressed the need for responsive and creative programs of inservice education. "If a good education is the key to a better future for the disadvantaged child, then a good teacher is the key to that education," commented Senator Kennedy. In the same philosophical vein, Senator Javits suggested a need for inservice education to become a stronger component of programs such as Teacher Corps. He warned that if the aforementioned is not done, not only will children not be served in schools, but the overall capacity of schools to remain vital, resilient, and strong will deteriorate.

If inservice education is to be effective and responsive in terms of teachers' needs, the inservice design must help teachers develop skills and competencies consistent with the educational needs of the learner. To achieve this end, collaborative efforts must be employed in the development, implementation, and evaluation

of the inservice design. Collaboration is necessary to ensure that the inservice design is sensitive to the needs of the teachers and the students to be served.

This publication contains nine papers that speak to problems related to the design and implementation of inservice education programs. These problems were ones that the authors discovered and faced as they operated their respective Teacher Corps projects. Each paper identifies a problem related to inservice education, presents solutions to this problem that were actually attempted in the projects, and describes the inservice activities related to solving the problem. While these inservice problems, solutions, and activities were set within Teacher Corps projects, they are generic in the sense that virtually all inservice programs face the same kinds of problems. The papers have been written to appeal to a broader base than just other Teacher Corps personnel; they are addressed to all persons interested in designing or implementing inservice programs for teachers.

These papers represent a commitment by the nine Teacher Corps projects in the Southeastern Teacher Corps Network to:

1. Implement institutional change to improve teaching and learning experiences for boys and girls.

2. Explore and document viable practices and procedures for planning, delivering, and evaluating inservice education.

3. Examine promising strategies for renewing and upgrading the skills and competencies of experienced teachers and teacher aides in order to strengthen the educational opportunities of students.

4. Improve educational practices of local educational agencies, state educational agencies, and institutions of higher learning.

5. Expand the current level of knowledge about the installation of preservice and inservice education programs.

It is our sincere wish that the reader finds in this set of papers many ideas and procedures that will be useful in designing and implementing inservice teacher education programs.

Burnett Joiner, Ph.D., Executive Secretary
Southeastern Teacher Corps Network

ONE

INSERVICE NEEDS ASSESSMENT

by
Barry N. James

PROBLEM STATEMENT

What process can be used to identify inservice education needs, and simultaneously generate teacher enthusiasm for consequent inservice programs?

INTRODUCTION

The Florida State University/Florida A & M University-Leon County Teacher Corps Project is somewhat unique in that it does not involve an attempt to implement a pre-designed program, but rather the application of a *system* for designing and implementing programs. The program at Riley Elementary School, the project site, has been and is being developed under the guidelines of the Florida Assessment and Diffusion System (FADS) model, a generic change process designed and field tested by Teacher Education Projects of Florida State University.

The model consists of five basic components:

1. *Initiation* of needs assessment activities with a client group.

2. *Verification* of needs perceptions of the client group.

3. *Identification of solutions* to perceived problems.

4. *Diffusion* of selected solutions.

5. *Evaluation* and *documentation* of assessment/diffusion processes.

This article is a description of activities associated with the first component, needs assessment. The specific needs identified in the activities are discussed only as examples of probable results, for the needs at Riley will be different from the needs of another school.

PROBLEM

What process can be used to identify inservice education needs, and simultaneously generate teacher enthusiasm for consequent inservice programs?

The problem in identifying inservice needs is two-fold. Assessment processes are essential to identify inservice activities which will facilitate teaching effectiveness, but it is equally important that the process used to assess needs generates enthusiasm for consequent inservice programs. Participants must feel that their assessment labors are worthwhile and that they are taking the first steps in designing a program that will belong to them. If they perceive that what they are doing will have little long-range influence on school operations, they will probably only superficially support the assessment process and the resulting inservice program.

OBJECTIVES RELATED TO PROBLEM

In an effort to provide the Leon County School District with a needs assessment system which addressed the above problem, a model (complete with instrumentation) was developed on the basis of nine assumptions. Most of the assumptions are simple and

seemingly obvious, but too often an examination of needs assessment procedures reveals a lack of concern with those assumptions, resulting in teacher disrespect for the needs assessment processes.

The first assumption is *perceptions represent valid data.* Frequently, the initial task in an assessment activity is to suffer the complaints of teachers who have previously participated in needs assessments and have judged the practice to be a waste of time. The most repeated teacher objection heard by this writer is that no one really listens to their opinions and they often are told that their perceptions are incorrect. An example which would sound familiar to many teachers and teacher educators involves the problem of pupil discipline. For years teachers have been asking for consistent discipline policies that are uniformly enforced, but many teacher educators routinely insist that what is needed is not a discipline policy, but improved, more interesting, more effective, and more relevant instruction which will preclude discipline problems. Teachers can hardly be blamed if they wonder why they were consulted when the "experts" (who usually do not have to experience school discipline problems on a daily basis) already knew the answers. Even if teachers' perceptions are inconsistent with the best current theories, the perceptions are valid to the teachers, and they are probably as accurate as those of the theorists. An inservice program may involve efforts to alter perceptions, but the perceptions cannot be simply ignored if trust and cooperation from teachers is to be secured.

The second assumption is that *teachers should be the primary source of perception data.* Teachers seem to find it difficult to support programs they did not help design. Teachers are more insistent than ever about participating in decision-making that directly affects their jobs, and they do not want that decision-making function to be limited to selection from a "menu" of inservice activities prepared by someone else; they want to participate in the construction of the menu. Even if an assessment process fails to identify what others consider to be *the* top needs, chances are good that the needs which were identified by teachers as worthwhile are more likely to be dealt with successfully than needs identified by others. But the primary argument

for depending heavily on teacher perceptions is that teachers comprise the best qualified group for identifying teacher needs.

The writer does not intend that an emphasis on the value of teacher perceptions be construed as disrespect for the perceptions of other groups. A third assumption is that the *perceptions of representatives from several instutional groups have validity.* For example, teachers rarely give high priority to data collection needs, but administrators, who are responsible for developing and maintaining support for educational programs and innovations, can use the data to try to improve school operations. A principal could more easily convince a school board to buy equipment if he or she had data suggesting that a pupil deficiency could be corrected with the equipment.

In addition to school district administrators and teachers, university faculty members and parents also can provide valuable perspectives and insights. Incidentally, several types of activities, such as small group analysis, surveys, and test data analysis, should be utilized to ascertain perceptions of various groups. The use of only one type of activity limits the kinds of responses which can be expected.

Interaction with the above groups is important not only because of the value of their perceptions, but because inservice program success depends on the support of teachers, administrators, and those who will deliver or facilitate training, and *development of support should begin in assessment stages.* The need for teacher support is obvious, but administrative and/or university assistance will also be required to alter routines so that innovative ideas can be implemented.

The next four assumptions are closely related in the sense that they can be addressed with one procedural approach. The first is that *teachers are more likely to be enthusiastic about participating in needs assessments if they perceive a direct relationship between what is requested and what is delivered to them.* In fact, if teachers ask for something that can quickly and easily be delivered, the request should be granted within a few days. A speedy response

indicates to teachers that their input has been taken seriously. Even when inservice products must be delivered over an extended period of time, teachers should be reminded that their requests generated the products.

The second assumption in this group is that *teachers tend to feel school-specific needs more intensely than district-wide needs.* Training that is needed in as many as seventy-five percent of a district's schools may seem irrelevant to teachers in the other schools, and the training may have a low priority in some of the schools included in the seventy-five percent. Teachers naturally tend to be most interested in addressing needs which are most pressing in their own schools. Unfortunately, attempts to address school-specific and district-wide needs simultaneously are compounded by the implications of another assumption: *school districts are required to deliver programs which meet district-wide needs.*

A fourth assumption in this group that affects the other three is that *effective program development usually requires a substantial investment of resources.* In most school districts, if resources available for inservice programs are equally divided among all of the schools, the amount allotted to each school will be inadequate for developing materials and strategies for solving high-priority problems.

At this point it seems appropriate to discuss briefly the *target school approach*, which addresses each of the four preceding assumptions. That approach involves the selection of target schools which can be identified on the basis of relevant criteria, such as representativeness or obvious extreme need for services. Resources can be funneled into the development of inservice programs for the target schools, and the products of the development efforts can be offered to interested teachers from other schools in the districts. With the target school approach, sufficient resources can be provided to develop programs with a reasonable chance to successfully meet both school-specific and district-wide needs. The target school approach offers at least one more advantage: teachers participating in target school assessments can easily

conduct assessment activities in future years and can demonstrate the skills to other teachers.

One more assumption is central to the assessment model used to identify needs: *an inservice program must simultaneously address current and future needs.* If a school district limits inservice efforts to addressing problems as they become apparent, resulting programs will probably lack overall direction and involve treatment of symptoms. But, on the other hand, districts cannot afford to ignore current problems which are seriously interfering with the ability of schools to operate effectively.

The following objectives of the needs assessment employed in the project reflect the above assumptions.

1. Determine how resources available for inservice can be utilized to help schools/districts achieve goals.

2. Utilize perceptions of teachers as the primary source of input in the assessment process.

3. Utilize assessment vehicles with enough flexibility that teachers can creatively generate potential solutions to goal-oriented problems.

4. Utilize perceptions of other groups with expertise and interest appropriate to identification of inservice needs.

5. Utilize assessment processes which generate support for inservice programs.

6. Utilize assessment processes which will address school-specific and district-wide needs.

7. Identify current as well as future needs.

Two stages of needs assessments were conducted at Riley Elementary, the target school for this Teacher Corps Project. Prior to submission of the 10th Cycle proposal, Riley teachers examined

objectives from their 1975 Annual Report and generated a set of related needs. Those objectives were broadly stated, and implementation of the FADS model necessitated more specific needs statements. Therefore, during a four-day period in May 1975, a more thorough assessment process was implemented. Initially, a six-person steering committee was given the following materials:

1. 1975 Annual Report, Riley Elementary School.

2. Pupil test data.

3. Economic data concerning the communities serviced by Riley.

4. School goals generated by previous needs assessment activities.

After analyzing the above data, the steering committee used the *In-service Needs Assessment Process* (INAP) from the *Needs Assessment Package* (Freedman, Huckaby, and James, 1975) to translate two goals to needs statements. The process involves five steps. First, participants affirm or revise existing goals and reach consensus on a rank order of goals. Second, the forces helping and/or hindering goal accomplishment are listed. Third, teachers decide which of the forces they should try to influence in an effort to reach the goal.

Fourth, after the forces are prioritized, objectives are written which reflect what would be happening if the teachers were satisfied with the degree of influence the forces were having on the goals. For example, if a positive force were "some teachers have diagnostic/prescriptive skills" and teachers wanted to strengthen that force, they might write an objective describing how many more teachers should have diagnostic/prescriptive skills and/or how much more effective those skills should be. In the final step, teachers determine what would be needed to accomplish objectives.

After the steering committee applied the process to two goals,

four additional committees were formed. The new committees used the steering committee's results as examples, and translated the remaining goals to needs statements.

The results of all groups were listed on newsprint, and teachers noticed that the needs fell into five categories. Those categories and examples from each are listed below.

1. Reading/language arts

   a. further individualization of language and reading programs

   b. lists of new materials collected in loose leaf notebooks available at schools and the media center

2. Mathematics

   a. develop and implement a better system to use materials and to communicate what materials exist and which are new

   b. adopt and implement a flexible math continuum

3. Learning/Behavior problems

   a. increase total staff efforts to raise students' self-concepts

   b. develop a program to help children value acceptable behavior

4. Community

   a. train and use aides, community volunteers, and others in informal reading inventories

   b. early and continuous contact with parents concerning school/home cooperation, as well as student progress

5. Others

a. relocate mailbox, office assignments, and forms

b. use older children from high schools and middle schools as tutors

Teachers seemed pleased with the process used to identify needs, but felt that the needs statements still required better definition. Therefore, they decided to create task forces to elaborate on the first four needs categories. These task forces were to perform the following steps.

1. Examine needs more thoroughly.
2. Recommend promising solutions, i.e., a program.
3. Reexamine needs and programs as the project progresses.

Most of the needs in the "Other" category were quickly addressed. For example, the mailbox was moved, and local high school students were asked to volunteer as tutors.

As the task forces examined needs and programs, they identified new needs such as:

1. Part-time resource consultants who could work daily with teachers and pupils in class, demonstrate techniques, perform observation and feedback tasks, and recommend school-wide activities to supplement individualized activities.

2. Workshops for development of materials needed to implement suggestions of resource consultants.

3. Work with other consultants from FSU and FAMU as needed.

4. A reading library with catalogued materials.

5. Parent education activities such as a Toy Lending Library and parent effectiveness courses.

One of the goals of the project was to facilitate delivery of an

on-site Master of Education degree program, and teachers requested that the degree program reflect the results of needs assessment activities. Riley was also to be a "target school" for delivery of inservice training by the school district. Since some of the inservice activities could involve courses offered as part of the Master of Education program, an effort was made to address district-wide needs, when appropriate, in the program. Those needs were derived from the following sources.

1. District administrators employing force-field analysis techniques to identify district-wide inservice needs.

2. A committee including district administrators, university faculty members, and teachers employing force-field analysis techniques to predict future inservice needs.

3. A large sample of district teachers responding to the Generic Skills Inventory (Carey, 1975), which requests that teachers indicate which of fifty-two generic teaching skills are important and they want addressed in inservice training.

4. Measurement and instructional experts analyzing pupils' scores on standardized tests.

5. Priority ratings by a large sample of teachers of needs derived from all of the above sources.

EVALUATION RELATED TO OBJECTIVES

When assessment activities are conducted, participants are asked to use brief Likert scales and small group debriefing sessions to evaluate results and processes. Thus far, responses have been very positive and have included requests for additional similar activities. An interesting finding of needs assessment activities, especially those involving verbal interaction, is that, regardless of which needs are derived, the needs assessment process itself is valuable.

In addition, teachers often become aware that what they had perceived as personal needs are often grade- or school-wide needs. This awareness encourages teachers to share need concerns with each other. The process also provides teachers with an opportunity to interact with other adults in goal-oriented discussion, and it improves communication between teachers and teacher education institutions.

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TWO

A COLLABORATIVE SCHOOL BASED INSERVICE PROGRAM

by
Lee Ann Truesdell

PROBLEM STATEMENT

How can two universities, a school district, and a particular elementary school collaborate to design a model for inservice education to train teachers to use newly adopted curricula?

INTRODUCTION

American education is undergoing rapid change as educators attempt to respond to a rapidly changing society. Historically, schools have educated those who were able to assimilate the culture of the American middle class. Today, a diverse population demands that educators respond to the needs of all students. Such far-reaching goals for American education assume that teachers have knowledge of the various cultures of their students, can identify students' individual abilities and needs, and then select appropriate materials and strategies that will foster learning. Teachers find that preservice training and previous teaching experience are not sufficient for the development of competencies to teach students of differing skills, backgrounds, and needs. Therefore, additional and continuing teacher education is required to promote a teaching/learning process responsive to the needs of all students.

Inservice teacher education may be divided into two broad categories: (a) university courses pursued by individual teachers who wish to continue their professional growth; and (b) school- or district-wide programs to train teachers in the use of new curricula. This dichotomy within traditional inservice teacher training is further evidenced by the often heard description of the gap between theory and practice in education. Collaboration between institutions of higher education and schools in the initial and continuing education of teachers provides a structure for bridging the gap between theory and practice. Robert Howsam, et al., advise the teaching profession of the necessity for a continuous interplay of theory and practice. The authors state that "Schools and colleges must collaborate if teacher education is to be effective" (Howsam, et al., 1976, p. 93). A survey of Florida teachers conducted in 1975 indicated a strong preference on the part of teachers for types of inservice that can be completed at school during school hours (Florida Department of Education, 1975). Therefore, it was felt that a framework for teacher training utilizing collaboration between school and university, combining educational theory with actual classroom teaching, and being offered at the school during the school day would be an effective teacher training model.

Collaboration among Florida State University, Florida A & M University, Leon County School District, and Riley Elementary School has resulted in a comprehensive inservice teacher education program. The purpose of this chapter is to describe what the program set out to do and how objectives were accomplished.

PROBLEM

> *How can two universities, a school district, and a particular elementary school collaborate to design a model for inservice education to train teachers to use newly adopted curricula?*

Schools today are under pressure from society to provide adequate and appropriate instruction for children of every ethnic group and culture. Teachers and administrators are examining the

factors that influence teaching and learning in their schools and, in an effort to better meet the needs of their students, are developing and/or adapting new programs or curricula. In many cases, these new programs employ strategies of teaching different from those teachers have routinely used. Therefore, schools are faced with the problem of providing teachers with inservice training that will help them acquire the teaching strategies necessary to fully implement newly adopted curricula.

Task forces operating within the FSU/FAMU-Leon County Teacher Corps Project have identified some of these same concerns. These task forces, made up of school faculty, Teacher Corps staff, and university specialists, noticed that pupils have a wide range of abilities, cognitive styles, and learning needs, resulting in part from a culturally diverse population. The task forces identified procedures, strategies, and materials for teachers to use that would facilitate the learning of students with different backgrounds, and concluded that inservice teacher training would be necessary for successful implementation of these procedures and curricula.

The task of the FSU/FAMU-Leon County Teacher Corps Project was to design a model for inservice education that would provide training for teachers in the newly adopted curricula. Teachers needed training in the identification of student learning characteristics and the selection of teaching strategies and materials appropriate for the individual pupil. It was recognized that teachers vary in their teaching skills and approaches and therefore have different training needs. In order to be most effective, an inservice program should also provide assistance to teachers as new strategies and materials are being implemented in the classroom.

OBJECTIVES RELATED TO PROBLEM

In order to provide support to the classroom teacher, the task forces established that the inservice program be school based and utilize teacher educators who would be readily available to teachers during the school day to demonstrate skills and procedures,

observe and collect data on teacher and student performance, provide feedback and suggestions, and motivate teachers with new ideas for learning materials and teaching strategies.

The task force further recommended training in teaching skills needed to individualize instruction such as: (a) identifying student learning characteristics and diagnosing student needs, (b) selecting and effectively using appropriate learning materials, and (c) designing and managing the classroom environment for individualized instruction. Training was mandated in the areas of language/reading, mathematics, and learning/behavior as the task forces identified and developed new curricula to be implemented on a school-wide basis.

INSERVICE ACTIVITIES RELATED TO OBJECTIVES

The inservice teacher education model that evolved from the above requirements utilized a school based resource team of teacher educators with curriculum expertise in language/reading, mathematics, or learning/behavior. The teachers chosen had experience in diagnostic/prescriptive teaching, the design and use of learning materials, and creating classroom environments. Two of these teacher educators had skills in observation, data collection, and conferencing, and were veteran classroom teachers. In addition, these teacher educators were members of the university community, which enabled them to bring to the public school knowledge of current educational research and its possible adaptation for the solution of classroom problems. The resource team concept provided the school faculty with school based teacher educators skilled in curriculum, instructional and classroom design, learning and developmental theory, diagnostic/prescriptive teaching, interpersonal communications, observation techniques, and classroom management.

The purpose of establishing this resource team was to provide a highly individualized and personalized teacher education program, located at the public school, that would assist and support classroom teachers in their efforts to implement new curricula and

instructional techniques. The teacher educators found that inservice programs closely allied to the daily ongoing activities of the public school, yet also incorporating outside resources, must build extensive communication systems within and between those organizations. As an integral part of its operating procedure, this resource team of teacher educators employed collaborative planning at three levels:

1. At the local school level, the resource team met weekly with the curriculum coordinator and the Teacher Corps site coordinator.

2. At the county level, coordination occurred between the resource team and curriculum supervisors and staff development personnel.

3. At the university level, the resource team coordinated graduate courses with school based inservice activities.

The teacher educators worked with teachers at the school site two days per week. Direct financial support for this school based inservice program came from Teacher Corps, including instructional materials, consultants, travel, and resources for the design and construction of learning materials and centers. Teacher Corps also supported the publication of a curriculum guide, skills continuum, and a parent training manual.

The availability of substitute teachers to release classroom teachers for daytime workshops and other training activities was an important factor contributing to the successful implementation of this inservice program. The local school district paid for substitute teachers so that a majority of the inservice training occurred at the elementary school during the school day.

The teacher educators worked in many different ways to provide teachers with training and assistance. The total inservice program combines university course work, directed individual study, workshops, seminars, and a multitude of helping strategies. University courses were conducted by the teacher educators and

other university personnel at the project school sites. These courses were specifically selected and/or designed to meet the requests of the classroom teachers. Courses were offered in curriculum, diagnostic/prescriptive teaching strategies, multi-culturalism, and the design and use of instructional materials. Because these school based teacher educators were affiliated with the universities, they were able to supervise teachers in individual study. They conducted workshops in teaching strategies, diagnostic/prescriptive procedures, and the design and construction of learning materials. Seminars were devoted to assessing student needs and implementing appropriate solutions. The teacher educators assisted classroom teachers with long-range instructional planning. They supported teachers in their implementation of new instructional and classroom management strategies. They helped teachers design and create new classroom environments for individualized instruction. Members of the resource team assisted in classroom instruction, modeling teaching strategies and organizational techniques. Individual teachers were supported by teacher educators with ideas for new materials, suggestions for curriculum implementation, assistance with individual pupils, and feedback on classroom behaviors.

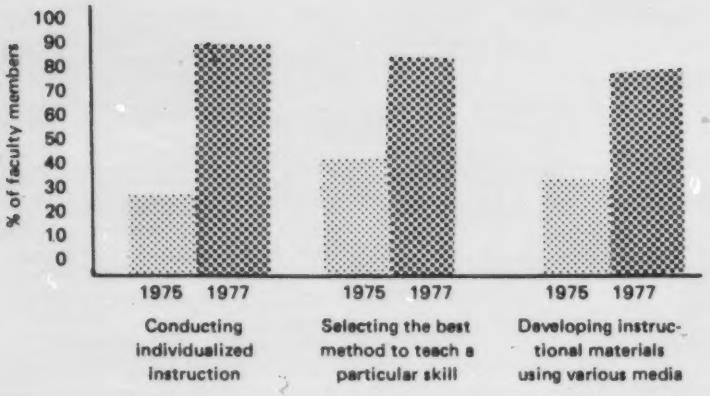
School based inservice implies that training takes place at a specific school building. This program was no exception. Each component of the program took place at the school either during the regular day or, in the case of university courses, after school. The teacher educators found themselves interacting with the school staff as a total group, in grade level teaching teams and with individual teachers. They were consulted during teacher planning times, during lunch, and before and after school. Day-long workshops and seminars were very productive because they provided teachers with sufficient blocks of time to acquire and/or develop strategies and materials. Teacher educator accessibility and teacher released time are two factors that made this program of inservice teacher education successful in terms of teacher participation.

Equally important, however, were the processes used by the school based teacher educators in working with teachers on a daily basis in both structured training sessions and informal, spur-of-the-

moment consultations. The teacher educators were responsive to the needs expressed by individual teachers and the total faculty. The degree of trust which team members were able to generate often seemed dependent on their ability to promptly deliver requested materials, supplies, and effective assistance and/or suggestions. The teacher educators listened to the concerns of teachers and created opportunities among the faculty to discuss problems and identify and implement solutions. The teacher educators collected objective, observational data and helped teachers determine elements or situations within their classrooms that could be altered to increase pupil learning. The developmental levels and learning abilities of individuals or groups of pupils were diagnosed. These data were followed up with support for the classroom teachers in dealing with the learning needs of their students. The school based teacher educators provided the classroom teachers with special learning materials, instructional assistance, and evaluative data which had a positive impact on the total school program.

EVALUATION RESULTS

An evaluation of the inservice component of this Teacher Corps project illustrates that the teachers felt they improved their skills in diagnostic/prescriptive techniques and were better able to use developmental theory in determining their students' levels of operation. In 1975, 24% of the school faculty felt they improved their competence in conducting individualized instruction as a result of inservice programs. In 1977, 88% of the faculty felt they had improved in their ability to conduct individualized instruction. Sixty-five percent of the school faculty felt that their increased ability to use individualized instruction was the result of the inservice component of the Teacher Corps project. Eighty-five percent of the classroom teachers felt that they were better able to select the most appropriate method to teach a particular skill and 79% of the teachers felt that inservice activities held between 1975 and 1977 helped them in developing instructional materials using various media (see Figure 1).



1975 The percent of teachers who believed they improved their competence in performing this skill as a result of participating in inservice activities.

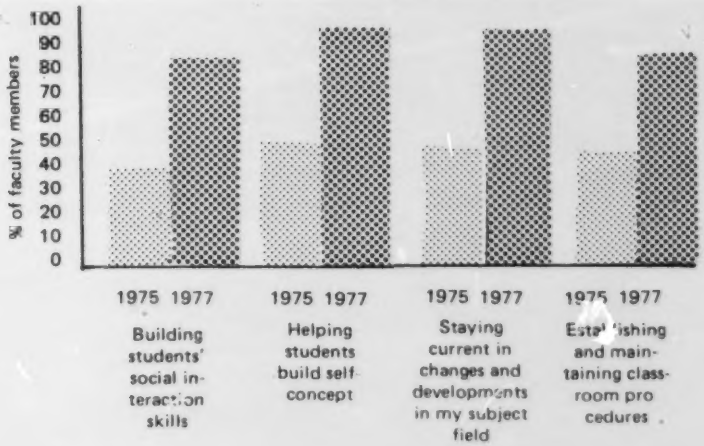
1977 The percent of teachers who believed they improved their competence in performing this skill as a result of participating in inservice activities.

Figure 1
Teachers' Perceptions of Their Competence
Before and After Inservice Training

An important ingredient in a school based inservice program is the accessibility of the teacher educator to the classroom teacher. A monthly tally of the interactions between members of the resource team and classroom teachers revealed that every classroom teacher had contact with the resource team. A survey of the school faculty revealed that the resource team was a high priority for the school's future inservice programs. The school faculty requested that the local school district support the continued presence of the resource team at their school.

The three programmatic areas of language/reading, mathematics, and learning/behavior were often embedded in activities related to individualized instruction and classroom management. Therefore, the questionnaire used to solicit teacher perceptions of

competency, skill acquisition, and professional growth did not address specific subject areas. However, 97% of the teachers indicated that the inservice activities of the past two years resulted in their ability to stay current in changes and developments in the subject area fields (see Figure 2). Also, 84% of the faculty felt they were better able to establish and maintain classroom procedures (see Figure 2). Much of the focus for the learning/behavior activities was on helping students build positive self-concepts. As a result, 97% of the teachers attributed their increased abilities in this area to inservice activities. Further, 82% of the teachers felt more able to help students build social interaction skills (see Figure 2).



1975 The percent of teachers who believed they improved their competence in performing this skill as a result of participating in inservice activities.

1977 The percent of teachers who believed they improved their competence in performing this skill as a result of participating in inservice activities.

Figure 2
Teachers' Perceptions of Their Competence in Implementing Curriculum and Instruction Before and After Inservice Training

Teachers felt more able to individualize their instruction, select

and manage a wider variety of teaching strategies and materials, and also felt more knowledgeable in subject areas as a result of the inservice program. Teacher efforts to implement ideas and techniques were supported by the teacher educators in many ways. Suggestions, feedback, modeling, and diagnostic data helped teachers adjust their classroom teaching to accommodate the new strategies of teaching and use of learning materials to the needs of their students. Direct teacher educator support had a positive influence on the teachers' ability to implement the new curricula and manage individualized instruction. Initially, inservice activities evolved out of the recommendations of the task forces. The task forces identified the learning needs of the school's students and designed programs for the school's population. As the resource team concept evolved and became an integral part of the ongoing school program, the teachers received inservice teacher education that responded to their daily instructional problems. This responsiveness supported the classroom teachers and encouraged their continued attempts to employ a variety of teaching and learning strategies and materials. This training model, which incorporated instruction, practice, feedback, and implementation, contributed significantly to classroom teachers' comfort in employing new techniques in their daily instruction.

The school based resource team model for providing inservice teacher education has proven effective in changing the way teachers organize for and facilitate the learning of individual students. As a result, the model has been included in the next FSU/FAMU-Leon County Teacher Corps Project. Also, the Leon County District Teacher Education Center is considering supporting the continued presence of school based teacher educators at the Riley School site.

School based, job embedded, program specific inservice teacher education that evolves out of teacher identified needs will facilitate program implementation in a school and contribute to the professional growth of the individual classroom teacher. If the model incorporates services from an institution of higher education, the teacher education program will not only benefit from the support, knowledge, and skills of the resource teacher but will also

have access to the knowledge, research, and expertise of the university community.

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THREE

TEACHER INVOLVEMENT IN INSERVICE EDUCATION

by
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Gaye Stewart

PROBLEM STATEMENT

How can teachers be directly involved in planning and decision making relative to inservice experiences?

Across the country, teachers are taking courses and workshops in increasing numbers with the hope and expectation that these activities will benefit both themselves and students. While many good outcomes do occur from these inservice experiences, a major ingredient is often missing: teacher input or involvement in the planning of these experiences.

Inservice activities are frequently planned for what the administrators in a system perceive to be the teachers' needs, rather than from the teachers' viewpoints. While the school system needs and teacher needs are not unrelated, identifying your own needs, then deciding how they can be satisfied, produces different results than when the process has been done for you by someone else. When the inservice experiences are decided by persons other than the teachers themselves, motivation to participate is lessened. Further, the resultant inservice experiences often try to be too extensive, provide too many materials, and expose teachers to

general rather than specific skills. By focusing on teacher-identified needs, this problem can be eliminated. Challenging inservice experiences planned *with* teachers can help them fulfill their roles more efficiently and effectively. The success of inservice experiences lies in their value to teachers in pursuing their instructional tasks.

In light of the need for teachers to be directly involved in planning and decision making relative to inservice experiences, the Atlanta Teacher Corps staff has worked closely with teachers at two schools in the Atlanta Public School System—Drew Elementary School and East Atlanta High School. Both schools have a low income black student population; Drew with approximately 850 students and East Atlanta with approximately 1200.

OBJECTIVES RELATED TO PROBLEM

The following objectives were formulated as being applicable for the inservice program.

1. To implement an inservice model based upon teacher needs assessment and input which will provide worthwhile, practicable experiences resulting in improved teaching behaviors.

2. To provide opportunities for teachers to enhance their professional growth through academic courses, advanced degrees, conferences, workshops, and educational retreats.

3. To provide on-site supportive help and resources for teachers and/or those who are experiencing difficulties in the classroom.

4. To assist school staffs in developing an operable management plan, such that teachers are released within the school day for involvement in program planning and inservice activities.

MODEL FOR IMPLEMENTING INSERVICE ACTIVITIES

The Process Model for Teacher's Individualized Inservice Activities is related to the previously stated objectives. This model, which is empirically-based, has evolved over a period of time, with Teacher Corps staff members continuously making changes until certain steps were made often and consistently enough to be internalized in the process. Each of the steps of the procedure is action-oriented and requires the understanding, cooperation, and input of the group participating. The first phase of the process model, *needs assessment,* was the springboard into the next steps of the model: *the needs design of the inservice experiences, implementation of the activities, and evaluation of the process.*

As we worked with teachers it became evident that some of them needed further skill development in the various aspects of the model. We began with the "needs assessment" phase which necessitated teachers doing two things: (a) assessing the classroom situation to determine needs in areas of organization, discipline and management, communication, materials, methods, etc.; and (b) assessing their own personal and professional needs. Given an opportunity for examination, teachers can assess their practices and procedures relative to their own expectations and those of their administrators.

Two different approaches were applied at the two schools in conducting phase one of the model—the *needs assessment*. At Drew School, Teacher Corps staff provided the opportunity for teachers to express their needs in writing. The site coordinator met with the leadership team. This team is composed of a representative from each cluster, the principal, assistant principal, representatives from special education, the comprehensive education program (CEP), Title I, and groups of teachers by level (primary, intermediate, and upper). The purpose of the meeting was to indicate specific needs or need areas. Needs lists were compiled and disseminated to all teachers requesting their help in prioritizing the needs. The areas listed included classroom management, reading, and materials development. The second approach, which was applied at East Atlanta, used a questionnaire to deter-

mine teacher needs through responses to the instrument items. Some of the needs or need areas included methods of dealing with disruptive situations and related problems, improvement of student attitudes and self-discipline, consistent enforcement of school rules and policies, and incentives for rewarding positive behaviors. Finally, the in-school leadership team clarified and prioritized the needs and concerns which were expressed.

The second phase of the model, *analysis of the needs*, emphasized discussing with teachers the results of the needs survey and reviewing the priority list for possible changes. Teachers immediately realized that their input was considered important in planning inservice activities and that these activities were specifically planned to satisfy identified needs.

The third phase of the model, the *design of the inservice experiences*, is crucial and, if carefully analyzed and executed can result in improved instruction for students. The following questions lent structure as the inservice activities were developed.

1. What are the purposes of the experiences?

2. Where and when will the activities occur?

3. Who will conduct the experiences?

4. Through what method will the experiences be provided (course, seminar, workshop, clinic, etc.)?

5. Will experiences be individual or group?

6. What will be the follow-up or monitoring processes to determine the carryover to the classrooms?

7. How and by whom will activities be evaluated?

The fourth phase of the model, *implementing the activities*, is the actual "carrying out" of the various facets of the design. In implementing inservice activities, time allowances must be made to

iron out technical problems, and to make necessary changes.

The fifth phase of the model, the *evaluation process,* serves a dual purpose. It allows project staff to analyze their progress and to assess the difference between what was planned and what was achieved. It further permits those involved in the project to investigate cause-effect relationships and the effect of these on their own accomplishments.

INSERVICE ACTIVITIES RELATED TO OBJECTIVES

The major inservice activities at Drew focused on the development of two laboratories. The Teacher Corps Teacher Center (TCTC) focuses primarily on development of instructional materials, while the Alternative Learning Center (ALC) deals with behavioral management skills. In many ways, the "mini-institute" at East Atlanta is the counterpart to the TCTC at Drew. The TCTC and the "mini-institute" are the vehicles through which the inservice model is applied and through which inservice activities are implemented.

The purpose of the action-oriented Teacher Corps Teacher Center is to provide a place where teachers and their support personnel can get ideas, develop instructional materials, explore alternative teaching strategies, and develop and validate materials to use in the classroom with students. Initial steps in setting up the center included acquisition of materials, development of learning centers, and the compilation of materials for use by teachers. The official opening of the center was a "browse-in," where teachers came to view the center's materials, resources, and facilities.

A major problem was providing teachers with released time during the school day to participate in inservice activities. This problem, in relation to the TCTC, was solved by center staff releasing teachers to cycle through the center on a rotating basis. Three or four teachers at a time came to the center for two days a week, two hours each day, to develop materials for use in their classrooms. A center staff member directed and assisted teachers in

these activities.

The Alternative Learning Center (ALC) concept was developed as a means for demonstrating and utilizing various techniques for dealing with disruptive student behavior. This was a major need indicated by teachers. Two approaches to the Alternative Learning Center have been initiated. One is that of working directly in the classroom with the teacher on enhancing management procedures, while the other involves observing the disruptive student in the classroom setting and removing the student from the classroom for counseling. Guidelines developed to increase the likelihood of success and to facilitate monitoring discrepancies between operations and outcomes include the following.

1. Written agreement, via objectives, to carry out the classroom program developed for the child.

2. Development of program with teacher.

3. Conduct formal classroom observations and amelioration to obtain reduction in disruptive behavior.

4. Child-teacher agreement as to *what* to do.

5. Teacher agreement to participate in inservice session(s).

6. Each child will work with a Teacher Corps staff member from 45 minutes to one hour per session.

7. The Teacher Corps staff will work with each student two days per week (a maximum of ten children per week until behavior is modified).

Other projects are being piloted for expansion in the ALC. For example, special education students may be included to receive services from this program. Expected outcomes include reductions in previously exhibited disruptive behaviors.

In addition to the inservice activities carried on through the

Teacher Corps Teacher Center, Alternative Learning Center, and mini-institute, additional experiences which were needed by teachers were provided through workshops. At Drew, the workshop in classroom management has been ongoing. Beginning in the fall quarter, 1977, a consultant provided demonstrations for teachers to observe. Teachers cycled out of the classroom to interact with the consultant. Reading inservice sessions have also been ongoing, with the consultant spending time in the school observing teachers in the classroom, sharing these observations with the total faculty, and offering recommendations for alternative methods. The culminating activity was a weekend retreat which focused on classroom management skills and the teaching of reading. The reading component of the weekend retreat was a follow-up on the consultant's observations and teacher concerns. Two consultants shared responsibilities in the reading component of the weekend retreat; one concentrating at the primary level while the other focused on intermediate and upper level needs.

The passage of Public Law 94-142 signaled an additional inservice need. To facilitate compliance with this law, which mandated that children with special needs be placed in the least restrictive environment, the Georgia State Department of Education has determined that a special education course will be required for persons seeking certification in additional areas, certification at a higher level, beginning certification, or advanced education degrees. The special education workshop sequence is not complete at the time of this writing. However, the first session, which focused on Public Law 94-142 and its implications for teachers, was held in February, with a session on "mainstreaming" projected for the spring quarter.

The two most significant types of inservice activities in which Drew and East Atlanta faculty participated together were a weekend training retreat and a teacher training workshop for teachers, administrators, parents, and students. The first emphasized acquisition of leadership and discipline skills. Teachers and parents had the opportunity to plan implementation strategies for the in-school leadership team. The second was a competency-based teacher training workshop in which management strategies and

approaches to classroom discipline were discussed and demonstrated. The major focus of the high school component has been on the development and use of "student-based initiatives" to reduce disruptive behavior. These mini-institute activities have concentrated on helping teachers acquire skills to facilitate student-initiated activities in improving self-discipline. Additionally, some teachers have participated in workshops offered by the Southeastern Teacher Corps Network. These included the Models of Teaching Workshop, Inservice/Special Education Materials Workshop, Student Behavior/Multi-Cultural Education Conference, and the Parent Effectiveness Workshop.

Individualized inservice activities for teachers at Drew were not limited just to activities previously discussed, since teachers have been directly associated with the development of the "SCENE" (school, community, enhancement, novelty, education lab). The SCENE serves as a positive reinforcement for student classroom behavior. Teachers participated in sessions for planning, organizing, scheduling, and developing participation criteria for the laboratory. Presently, teacher involvement is primarily related to communication with staff regarding activities in the SCENE and the monitoring of student behaviors in the classroom to determine if students are meeting the established behavior criteria. Students who satisfactorily meet the criteria are rewarded with permission to attend the SCENE. Students from grades one through seven (five or six students from each classroom) participate, three afternoons per week in SCENE activities designed for fun and basic skills development.

The "mini-school" at East Atlanta, which is similar in its purposes to the SCENE and the ALC, includes students identified by teachers. Two types of unusual student-based initiatives are employed in expediting this program.

1. Students are to share responsibility for planning, implementing, and evaluating programs to meet their specific needs. This process includes activities and personnel support which are designed to help develop and strengthen positive self-concepts.

2. Students are paired to discuss solutions to common personal and academic problems, and school and school community problems regarding crime and its consequences. Strategies include peer counseling, tutoring, and interaction activities. Causes, rather than symptoms, receive top priority. Thus, it is expected that students will acquire problem-solving skills which can be generalized to other areas.

Three groups of students are involved in these two types of initiatives: student leaders, disruptive students, and students having special education needs. Each of these groups operated independently and purused these initiatives with varying approaches and involvement relative to the characteristics of the respective groups.

Finally, staff members were able to use the skills acquired through inservice activities in working with parents, other personnel, and students in the "support of teachers" programs at Drew and East Atlanta. The inservice model allowed parents to participate in the school program through their work with staff and students. This staff assistance aspect was initiated through the use of a needs assessment and an activity instrument which focused on teachers' classroom and school program needs for parental assistance. Parents completed these instruments which identified their skills, interests, and convenient daily, hourly, and weekly schedules. From information on these instruments, staff and program needs were matched with parental interest in classroom and program activities. Expansion of this program is intended in the 1977-78 school year, as a result of further training and inservice activities for teachers and parents. A summer training program has been planned and will be conducted during summer, 1977.

EVALUATION

The evaluation process, viewed both as a planning and an assessment tool, is composed of three aspects: the "ongoing" or informal evaluation, the discrepancy evaluation, and the more formal or "summative" evaluation.

The "ongoing" types of evaluations conducted at Drew and East Atlanta which focused on teacher involvement in inservice included:

1. Feedback from and discussion with staff and administrators regarding the effectiveness of the various inservice programs.

2. Feedback from and discussion with consultants and specialists relative to their classroom observations.

3. Feedback from and discussion with the staff and administration concerning the teacher assistance program in which parents are involved.

4. Feedback from and discussion with staff and administration on the classroom behavior of students relative to the SCENE and the "mini-school."

5. Feedback from staff and administrators on additional inservice program needs.

Most of these data were gathered through planning sessions, observations, discussions, and conferences. However, some of the workshops were evaluated by written assessments. For example, the Drew faculty rated the weekend retreat sessions on classroom management and reading an average of 4.43 on a continuum of 1-5, with 5 indicating an "excellent."

These "ongoing" types of data are extremely important for documenting, updating, and revising program activities to insure progress toward the inservice objectives. This kind of information also allows project staff to make changes periodically, rather than waiting until the end of the year.

The discrepancy evaluation process relates specific activities to project objectives. The purpose of the process is to determine the extent to which the objectives are actually achieved as compared to the plans. Members of each role group (teachers, parents, students, interns, university instructors) involved with the project

completed checklists designed to indicate with a "yes" or "no" response whether or not they were involved in specific activities, and their feelings relative to this involvement. It was assumed that if the activities listed on these discrepancy evaluation checklists were indicated as occurring, then specific inservice objectives were being met in varying degrees.

Feedback from Drew teachers indicated that the majority had participated in inservice seminars, that all had cycled through the TCTC and, as a result, had at least one instructional package to use in the classroom with students. Also, recommendations for continuation of the SCENE at Drew were very positive. At East Atlanta a strong nucleus, including key professional leaders in the school, has participated in the inservice programs.

The formal evaluation focuses on objective data and their relationship to specific project outcomes. Although these data were not available at the time of this writing, they will include information on average daily attendance, incidence of disruptive behavior, numbers of suspension cases, and dropout rates. For Drew, data will be gathered during the 1977-78 school year when the ALC is in full operation. Instruments will be used, for example, to measure changes in the observable classroom behavior, self-concepts, and attitudes.

CONCLUSION

In summary, it is extremely important that the goal of teacher involvement in inservice activities be kept in mind. It is to this end that so much money and energy have been expended. By involving teachers in inservice activities we hope to improve teaching, thus improving children's learning.

FOUR

FORMULATING INSERVICE OBJECTIVES– A COLLABORATIVE APPROACH

by
John T. Bullock
Joyce Burick Swarzman

PROBLEM STATEMENT

How can an institution of higher education, a public school, and the community collaborate to develop inservice objectives and activities?

The problem of how to bridge the gap between a public school and a higher education institution occurs when an inservice program is to be delivered to classroom teachers by university staff. It is assumed that the purpose of inservice education is to teach new skills, improve teacher competency, and/or provide an opportunity for renewal in the continuing education of a professional. When the higher education institution attempts to design and implement an inservice program without consulting or involving the recipients of the program, desired results are difficult if not impossible to achieve, and often the teachers lack a commitment to the objectives set forth by the "dispensers of knowledge." Although the inservice program may have a sound knowledge base and be presented in an effective manner, it is essential to consider specific needs relevant to the individual teacher, school, or system in a particular community. The problems created by an isolationist

approach to inservice education can be avoided by collaborative planning that involves the higher education institution, the school, and the community.

The University of South Florida/Hillsborough County Teacher Corps Project consciously accepted the opportunity to create and engage in a collaborative process to develop a set of objectives for a diagnostic/prescriptive inservice program. The principles and processes presented in this paper can be applied to generate objectives for all field-based inservice programs, regardless of content or focus.

OBJECTIVES RELATED TO PROBLEM

Some objectives which the collaborative objective writing process should reflect are identified as follows.

1. Inservice education should be more than the dispensing of knowledge and methodology.

2. Inservice education should be based upon the perceived needs of all represented groups and each group should have influence in determining objectives.

3. The collaborative process should demonstrate to school, university, and community members the relationship between the schools' ongoing teaching/learning practices and the inservice objectives.

4. The collaborative process should nurture commitment and feelings of ownership by participants.

5. The collaborative process should encourage the creation of a collegial relationship between university and school personnel.

6. The inservice objectives should reflect the unique problem of the particular school or schools involved in the program.

7. The collaborative process should identify the format for the objectives and determine by whom, how, and when the objectives will be implemented.

8. School staff should recognize that there are some university standards or regulations that must be accepted as "givens," providing they do not impinge on the values of the school.

INSERVICE ACTIVITIES RELATED TO OBJECTIVES

A collaborative objective writing process emerged as The University of South Florida/Hillsborough County Teacher Corps Project attempted to operationalize the above mentioned objectives. The collaborating process itself was developed in a milieu that was characterized by negotiation, compromise, trial and error, and a continuous interplay of theory and practice.

The primary activities for identifying and specifying inservice objectives were:

1. Major areas of responsibility were identified and designated as project components. (The word component is used synonymously with content area.) A university coordinator was assigned the responsibility for one or more of the components. A committee was formed for each component. The components included: administration, reading/mathematics instruction, multi-cultural education, classroom management, community, site, evaluation, media, intern training, and special education.

2. With the support of the principal, each faculty member volunteered to serve on a committee.

3. Each committee (composed of one or more university personnel and several classroom teachers) met several times to construct a list of component objectives, which they submitted to the project operations committee for review. School, university, and community needs were represented in the objectives identified.

4. Each committee participated in the process of developing a plan for implementing each of its objectives. This plan included identifying all tasks required to meet each component objective, as well as stating resource allocation needs and a time frame for completing the tasks. Depending on the component, some committees were involved in designing tasks, whereas other committees were more involved in reviewing and accepting tasks identified by project staff. (It is important to note that the extent to which committee members were involved depended on interest, desire, and complexity of content.)

5. The university coordinators organized each component's objectives into a format consisting of a mission statement, objectives, specific tasks, and enabling activities. Each component committee met to finalize the rough draft.

6. At a school faculty meeting, each project participant was presented with a notebook that contained a complete set of objectives for each component. At this time additions or corrections were heard, and informal discussions were held to clarify points of concern and interest.

7. The operations committee constructed an overall inservice implementation plan based upon each committee's final list of component objectives.

8. After having shared the responsibility for creating the objectives of the program, inservice classes were commenced. A direct relationship between the inservice program and perceived school needs had been established.

EVALUATION PLANS/RESULTS

The sets of component objectives are being used to continuously assess program progress, and to guide evaluation efforts. For example, a chart was designed to identify current project status as well as to measure the accomplishments of each component. This management by objectives approach also guides the modification

of objectives, time schedules, and activities. Each component objective is periodically classified as either: (a) completed, (b) in process, (c) to be initiated, or (d) no longer practical or applicable.

FIVE

COLLABORATIVE EFFORTS FOR DELIVERING INSERVICE EDUCATION TO TEACHERS, INTERNS, AND COMMUNITY

by
Samuel Morrow

PROBLEM STATEMENT

How can two institutions of higher education cooperate to deliver inservice education to teachers, interns, and community?

In 1972, the Alabama State Board of Education mandated that a number of major changes must be made in the state's provisions for educating children in its schools (Alabama State Department of Education, 1972). One of the first steps taken to improve access to educational opportunity was the establishment of a state teacher certification program approval process for teacher education institutions. The process requires that each institution engage in a self-study that is reviewed periodically by a select review team consisting of representatives from professional and lay groups. This team makes its recommendations regarding an institution's ability to train teachers to the State Board of Education which reviews the committee's recommendations and determines which programs are sound enough to train teachers.

Two pilot studies, funded by the state, were conducted recently to determine the needs of first year teachers. One study was

conducted by Auburn University (1975); the other was conducted by the University of Alabama in Birmingham (1975). These studies concluded that many first year teachers who graduated from Alabama institutions needed a number of supportive services to assist them in becoming more effective teachers.

The results of these studies have been disseminated to other teacher education institutions in the state. However, for most institutions, especially small ones, the benefits of the studies have been limited primarily because their graduates were not included in these pilot studies. They, therefore, are not in a position to make changes in their programs based on the general nature and results of the studies.

However, each institution of higher education in the state *must* make substantial changes in their teacher education programs in an effort to receive state approval. The exact changes to be made are as yet unclear.

As a result of their participation in the state financed pilot project on the needs of first year teachers, the University of Alabama in Birmingham established a teacher center with clinical professors who work with teachers in the field and in the center. Also, the University of Alabama in Birmingham operates a number of inservice programs for the Jefferson County School System. Since it is difficult for teacher education institutions to make program changes before several models have been empirically tested, Miles College and the University of Alabama in Birmingham agreed to experiment jointly with a training model that emphasizes the development of both preservice and inservice field based teacher education programs. This collaboration is natural because a majority of the teachers in Jefferson County are graduates of either the University of Alabama in Birmingham or Miles College.

Miles College, with approximately 1300 undergraduate students, has a cooperative arrangement with the University of Alabama in Birmingham under which students may cross-register. Also, fifty percent or more of the Miles teacher education

graduates eventually enroll in the University of Alabama in Birmingham for graduate training. Because of these many factors, it is highly advantageous for both institutions to expand their preservice cooperative efforts to include inservice experiences for teachers employed by the Jefferson County School System.

OBJECTIVES RELATED TO PROBLEM

The major objectives and purposes of the inter-institutional arrangement are: (a) to provide a graduate study certification program, and (b) to provide teachers and interns with on-site courses and other inservice activities they have identified.

To facilitate the achievement of these two objectives and to make needed changes in the teacher education programs, the two institutions embarked on the following ventures.

1. Joint appointments in specialized areas between Miles College and the University of Alabama in Birmingham.

2. Establishment of an area teacher center responsible for placing and supervising student teachers.

3. Joint appointments between the two institutions and the school system.

4. Teacher education program planning on an area basis.

5. Utilization of school system personnel to teach education courses.

6. Establishment of a training program for parents and volunteers.

7. Revision of teacher education programs to include community education and diagnostic/prescriptive processes.

ROLES

Miles College Teacher Corps Program delivers inservice education through a unique inter-institutional arrangement. This arrangement combines the teacher education resources of Miles College, the University of Alabama in Birmingham, Jefferson County School System, the McAdory Elementary School, the McCalla community, and the Alabama State Department of Education.

Miles College is an undergraduate, four year, small, religious, private, predominately black, urban institution, located in Birmingham, Alabama. Miles College, the Teacher Corps project grantee, designed the inservice program for teachers, interns, and the community at McAdory Elementary School. Miles provides for the basic administration of the project, community education, on-site supervision of interns, and coordination of inservice training for McAdory teachers and interns.

The University of Alabama in Birmingham is a large, graduate, state-supported, predominately white, urban institution, also located in Birmingham, Alabama. The University of Alabama in Birmingham, in collaboration with Miles College, offers graduate degrees and is the institution that recommends teachers for certification. It also arranges special enrollment procedures for McAdory teachers and interns.

Jefferson County School System is the largest school system in Alabama, serving some 51,000 students. It provides the teachers who participate in the inservice program.

McAdory Elementary, the site school, is a suburban/rural, predominately white school, with an enrollment of approximately 650 pupils in grades one through six.

McCalla is a predominately white, blue collar community, located at the edge of Jefferson County.

The Alabama State Department of Education, located in

Montgomery, Alabama, 100 miles away, is the certificate-granting body.

The McCalla community helped to design the inservice program through a needs assessment instrument. Community persons are involved in the teacher aide training program, which develops skills in tutoring, using equipment, and conducting educational and recreational games.

The inservice program at McAdory has as its objectives, to:

1. Model a new certification program in elementary education emphasizing coping skills for teachers working with low-income children who have social and psychological problems that interfere with learning.

2. Model a completely field based, integrated preservice and inservice teacher education program.

3. Model a program for training teaching assistants.

4. Train a cadre of part-time teaching assistants to work at McAdory.

5. Establish an inter-institutional arrangement for training elementary teachers in the Birmingham area.

6. Develop a permanent inter-institutional support system for teachers in the Birmingham area.

7. Demonstrate alternative ways of designing five year programs utilizing the special services of all area institutions of higher education.

8. Demonstrate strategies for implementing research findings.

9. Assist institutions of higher education in redesigning the roles of university teacher educators.

10. Experiment with joint appointments for school personnel and university professors.

11. Demonstrate ways of involving community people in curriculum development.

12. Assist teachers in analyzing the degree to which ethnic factors influence the learning of basic skills.

13. Assist teachers and interns in developing skills needed to integrate the teaching of reading skills with the teaching of other subject areas.

14. Train teachers and interns to use available programs and materials.

15. Develop teachers' and interns' ability to evaluate reading programs, children's books, and other materials.

16. Assist teachers and interns to become independent teachers of basic skills to children with learning and behavior problems.

17. Assist teachers to develop more positive attitudes toward inservice training.

EVALUATION

Evaluating the extent to which objectives are being accomplished has been done primarily by informal means. Teacher Corps staff personnel have solicited participants' responses immediately following workshops and conferences. The majority of those attending conferences indicated that the conferences had taught them some techniques of teaching, and had been enjoyable.

Although the project's program is directly concerned with preservice and inservice classroom teacher education, its outcomes also will be evaluated in terms of pupil growth, particularly in the areas of reading comprehension, reading vocabulary, and

mathematics computation.

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SIX

COMMUNITY INVOLVEMENT

by
James Doanes
Marie Blake
Sylvia Arnold

PROBLEM STATEMENT

How can a cooperative school-community relationship be developed that will involve parents in supportive programs that reinforce the school's educational objectives?

The effective education of children and youth must be based on a "joint venture" of school personnel, parents, individual citizens, and community groups. Youngsters today need the knowledge, skills, expertise, and resources of all segments of society. The initiative of the school, alone, is not sufficient to cope with the needs and increasing problems manifested by young people. There must be community-based initiatives and responsibilities accepted by parents and citizens in the community who are willing to help schools function adequately. These efforts can take the form of supportive programs which can undergird and reinforce the school's educational objectives, as well as resolve some of the problems which often impede progress toward achieving these objectives. Improved communication may be the key to "unlocking" some of the barriers which have traditionally existed between school and community. If communication and relationships can be

established, a cooperative partnership can be formed so that the focus of concern will be on the total welfare of the youngster.

The purpose of the Atlanta Teacher Corps community project is to serve as a catalyst for developing viable school-community partnerships between schools and their respective communities. In the Atlanta program, Drew Elementary School and East Atlanta High School are the targets. The community program at Drew places emphasis on developing staff, parental, and community perceptions of the importance of all persons sharing in the educational process of children. Parents and citizens are actually working in the various classrooms and school programs on a regular, daily basis to give visible and concrete support to principals, teachers, and staff.

Drew Elementary School serves the low-income housing project, East Lake Meadows, located directly across the street from the school. There are approximately 4,000 residents in this housing project, of which 92% are headed by a single, female parent. Most of the persons do not work on a full-time regular basis, many because of limited marketable skills and formal educational background. Those parents who could perhaps enter the job market must either care for small children, accept other family responsibilities, or deal with health problems. Drew School has a population of 850 students with a professional staff of approximately 50 members. Specific educational programs include: Title I reading and math, special education, learning disabilities, and a program for the emotionally disturbed. Significantly, the average daily attendance is 91.5% which reflects the fact that Drew School has laid some groundwork relative to school-community relationships which could be carried on and expanded by the Teacher Corps project.

The high school community component of the Atlanta project is a Youth Advocacy-Crime Intervention program based at East Atlanta High School. The school population is drawn from three basic neighborhoods: Bouldercrest-Flat Shoals areas; East Atlanta-Glenwood areas; and East Lake Meadows project (2,411 residents of this community are age 18 and under, with 400 students from

this community attending East Atlanta High School). Five neighboring elementary schools and one middle school feed into East Atlanta High. Generally, the skills and educational backgrounds of the parents who come from the Glenwood and East Atlanta High communities are at a somewhat higher level than those from East Lake Meadows. More of the parents from these two sub-communities, therefore, are working either part- or full-time. In both Drew and East Atlanta, a large percentage of the students—approximately 90%—are receiving free breakfast and lunch. This is related to the fact that in both schools, even though some parents are working to some degree, the total income level is low enough for the students to participate in the breakfast/lunch programs.

Extensive involvement of parents at the high school level in Atlanta Public Schools is a new thrust. It is planned that the strategies which evolve from the East Atlanta High effort will become a model for parental involvement, applicable to other high schools. The parent program at East Atlanta High is organized around the concept of a "Parent Corps." This group, like parents at Drew, is scheduled and involved in the school program via designated activities and programs in which their impact can be felt by the greatest number of students. Activities are dictated by specific needs of the school curriculum or special activity-oriented programs. It is planned that parents will serve in some supportive roles for academic classes by the fall of 1977, after having participated in various training workshops which will prepare them to participate and assist in the school program.

OBJECTIVES RELATED TO PROBLEM

Taking into consideration the problematic basis for parent and community involvement and the background and environment in which the two project schools exist, the following objectives were developed.

1. To recruit, orient, and organize a Parent Corps to implement a program of parent involvement in the educational program.

2. To develop a parent training program for the members of the Parent Corps so that they can acquire the necessary knowledge, skills, and attitudes to work and interact successfully with students, teachers, and other significant persons in the school.

3. To validate the training process for parent involvement.

4. To organize a school-community council which will give input and support to solving school-community problems.

5. To help sponsor regular community action programs which will encourage participation by a larger segment of the target area.

6. To evaluate the parent and community involvement programs at Drew and East Atlanta.

INSERVICE ACTIVITIES RELATED TO OBJECTIVES

Teacher Corps community based educational activities at Drew Elementary School and East Atlanta High School are unique in that a major emphasis is on developing a more cooperative relationship between the high school and its main feeder elementary school. The community based educational activities aim toward maintaining a transition of parent leadership from the elementary school to the high school parent involvement program, and toward increasing the number of parents who voluntarily participate on a regular daily basis. The school administrators, teachers, and parents are becoming more aware of the value and contributions which involved parents can make as they work together for a common cause—the youth.

Some of the first major activities instituted by the Teacher Corps community coordinator, the key person responsible for coordinating the parent program, were:

1. Canvassing from door to door.

2. Approaching social organizations and social services agencies

within the community.

3. Inviting community members to participate in school activities.

4. Addressing PTA groups, telling of the need for community input.

5. Drawing on political resources.

6. Visiting churches.

7. Talking with merchants, shopkeepers, storeowners, and other community business persons.

Community representatives and other team members worked together to identify needs for possible action by:

1. Reviewing school records.

2. Surveying the community environment.

3. Observing various community activities.

4. Listing available resources.

5. Observing children's after-school behavior.

6. Conversing with people in the community.

7. Surveying community educational needs, specific interests, and skills.

8. Obtaining information from social services agencies.

9. Interacting with identified community leaders.

10. Soliciting parents to recruit other parents by a telephone committee or network.

11. Encouraging parents to participate in community meetings, workshops, and conferences.

12. Furnishing parents with appropriate written materials regarding need and strategies for involvement.

13. Exposing parents to resource persons to orient them to school problems.

The second major step in the process of parent involvement was to give parents and citizens an opportunity for input to determine the needs of the two schools. This activity enabled the respective school staffs, parents, and citizens to enlighten each other regarding the nature and extent of existing problems within the educational programs.

Informal means to assess school needs have been used by parents and citizens. These included discussions with community or agency persons, and brainstorming with Teacher Corps staff. In addition, formal means of assessing school needs were used by conducting a needs assessment survey. Among those identified by the survey were needs related to: improving discipline, increasing the number of vocational skills courses, increasing individual counseling of students, reviving physical education and art classes, and improving the appearance and cleanliness in and about the schools. These needs were discussed among the parents and shared with the respective staffs and adminstration. Presently, parents are committed to creating positive changes in these and other problem areas which may surface in the future.

The results of the needs assessment survey, plus input from the school staffs, also served to identify those areas in which parents could be of greatest help in the respective school programs. Consequently, parents have been involved in delivering instructional experiences; monitoring the breakfast and lunch programs and building facility; working and acquiring skills in the school library; helping in the clinic; assisting with improving attendance; working in special programs such as special and vocational education, physical education, and art; recruiting other parents to work

in the school; and participating in the local school-community council. As this involvement proceeded, communication and careful planning took place among the Parent Corps members, school staff, Teacher Corps staff, community leaders, and citizens. A key ingredient to the progress of the parent involvement program was the linkage of the Parent Corps groups to other parent involvement groups, e.g., Title I, PECE (Program for Education and Career Exploration), CVAE (Coordinated Vocational Academic Education), and PVT (Pre-Vocational Training), as well as linkage to the agencies in the communities.

At the elementary school level, a special vehicle, the "SCENE" (school, community, enhancement, novelty, education lab), was developed to reinforce positive student classroom behavior, train parents and teacher interns, and develop a closer working relationship among these groups and with the Teacher Corps staff. Efforts were made to demonstrate through activities in the SCENE that parental involvement in the school is a positive factor in the total development of children. Thus, a three-way circuit between the parent, the child, and the school has been developed and implemented at the elementary school. Parents working in conjunction with the faculty and Teacher Corps staff simply enhance the education of children.

The Community Laboratory, which is one aspect of the SCENE, is designed for parents to:

1. Acquire skills in aiding classroom teachers.

2. Concentrate on personal and academic improvement.

3. Help in the training of other community persons.

4. Conduct home visitations.

5. Assist children during counseling periods.

6. Acquire skills in program planning, implementation, and evaluation.

The SCENE offers morning and afternoon components. In the morning, the SCENE activities focus on meeting individual needs and interests of parents. The program includes training in reading and math skills, sewing, knitting, and crocheting. Further, workshops to meet parental needs identified by the survey instrument mentioned earlier are provided by the Teacher Corps Teacher Center staff, interns, teachers, and resource persons. In the afternoon, interns and parents, along with certified personnel, work with students from grades one through seven in structured and unstructured activities for fun and basic skills development. Parents also assist with field trips and trips for dental hygiene appointments.

At the high school level, the vehicle used to modify student behavior is the "mini-school." This concept focuses on involving students in activities which they, themselves, initiate; the outcomes of which reflect improvement in attitude, self-discipline, motivation in the academic and/or vocational areas, attendance, and general self-concept. The students involved in the "mini-school" were identified by the school staff as having the greatest needs and problems in terms of school adjustment and inability to function successfully in the high school program. Parental support, evidenced by visibility and particiation in the "mini-school," is projected as being of utmost importance in sustaining this project and contributing to the effort to help students make a "turnaround" in terms of behavior and achievement. General progress of the "mini-school" students has been noted. Specifically, there have been changes in the behavior of individual students as validated by feedback from the school staff.

SCHOOL-COMMUNITY COUNCIL

A third major step in the process of implementing the parent and community involvement programs at the two school sites was to develop School-Community Councils.

The School-Community Council is viewed as an organization comprised of community and school representatives. This group

has responsibility for identifying needs and problems, and making recommendations for meeting those needs and for solving the problems. Fundamentally, the purpose of the Council is to assist in improving school operations and conditions, school programs, and in establishing school-community understanding and communication.

The initial step in organizing the Council involved communication by letter. This correspondence introduced community members to the school-community council concept, invited them to participate, and emphasized the need for their support. The letter was followed-up by phone calls which offered further explanations and invited both parents and other role groups to attend the organizational meeting.

A vital step in organizing the School-Community Council was to identify individuals who have human relations, technical, and conceptual skills which would help to achieve the goals of the Council. Therefore, parents and other representatives were chosen from the local school, community, universities, local agencies, educational and cultural organizations, churches, health and safety programs, social services agencies, and city and state governments.

The specific objectives of the Council were to:

1. Develop and expand program activities which will involve parents and community agencies in the impact area.

2. Offer programs of training, action-based activities, cultural awareness, and appreciation of heritage and personal worth.

3. Offer planned, varied experiences which will create situations demanding communications and problem-solving activities.

4. Sponsor and support regularly planned and scheduled community action programs which will require participation by an increasingly large segment of the target area (e.g., School-Community Council, juvenile justice agencies).

5. Develop a workable system of rewards and incentives which will encourage creative parental involvement (e.g., token honoraria, field trips, special classes).

6. Disseminate broadly, through an official group, pertinent knowledge, skills, and findings of the School-Community Council.

7. Provide an adoptable model which may serve as a vehicle for continuous and more refined parental involvement.

8. Enlist and support consistent and trained parental involvement in school programs.

9. Help identify and relate Council activities to the needs of the community and its children.

10. Assist in creating an environment which encourages two-way communication between school and community.

School-Community Councils were established at both Drew Elementary and East Atlanta High. Though the majority of projects will be pursued by the individual Councils, there will be some programmatic linkages. Those activities which are viewed as ones of mutual concern will be cooperatively implemented. Similarly, the resources represented and solicited by both Councils will be used interchangeably.

EVALUATION

The general evaluation process for the community involvement program was comprised of two facets: the ongoing or informal type of evaluation, and the more formalized discrepancy analysis process which was used at the end of the first year of operation. However, during the course of the first year of the project when various workshops were held, a formal written assessment was completed by the participants. For example, at Drew, workshops were held in mathematics, reading, audio-visual skill development, and developing skills for working with disruptive youth. The

evaluation results for the two mathematics workshops (general and metric) were rated satisfactory and excellent, respectively. The evaluation results for the reading workshop were excellent, with comments that the experience was useful for home and classroom use with students. Drew and East Atlanta staffs and parents were involved in a mutual weekend workshop which concentrated on developing skills for working with *all youth* and developing strategies for operationalizing the leadership team at East Atlanta High.

The ongoing types of evaluation which were conducted in both the Drew and East Atlanta projects with staff and parents included:

1. Assessment of the strengths and weaknesses of the respective schools and their subsequent needs for improvement.

2. Assessment of problems which exist.

3. Assessment of interests and concerns of parents and community persons.

4. Assessment of staff interests and expectations in working with the Parent Corps.

5. Assessment of the Parent Corps' progress, degree of success, and contributions.

Though various techniques were used for these informal evaluative measures, conferences, observations, discussions, and oral feedback seemed to be the most consistent and reliable sources of information.

The formal evaluation made use of the discrepancy analysis process, as previously mentioned. The discrepancy analysis instrument was administered to students, parents, and teachers. Each was requested to give either a positive or negative response to their participation in the various experiences in which they were involved.

CONCLUSION

In the final analysis, the overall goal of the parent and community involvement programs of the Atlanta Teacher Corps is to promote dedicated interest, commitment, and loyalty by parents to become and remain partners in the educational programs of their children.

SEVEN

A MODEL FOR PROVIDING RELEASED TIME FOR TEACHERS TO PARTICIPATE IN INSERVICE TRAINING

by
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Barbara Stern

PROBLEM STATEMENT

How can released time be provided for teachers to participate in inservice education?

One of the most vexing and perhaps perplexing problems facing educators is that of providing time for teachers to participate in inservice training. At least four approaches have been tried in recent years to solve this problem.

1. Provide workshops on Saturday.

2. Use allotted teacher inservice work days when teachers are "childfree."

3. Provide substitutes for teachers during regular school days.

4. Conduct workshops after school.

All of the aforementioned strategies have serious shortcomings and have met with minimal success. For example, it is very diffi-

cult to generate enthusiasm among teachers to attend Saturday workshops because: (a) generally there are no provisions to pay them for the extra day of service, and (b) teachers, as well as other professional groups, are accustomed to having Saturday free. Usually the Saturday workshops will perforce be a one-shot approach. The advantage of Saturday workshops, of course, is that teachers can participate without the threat of breaking the continuity of classroom instruction.

The use of allotted teacher inservice work days seems to be a natural approach. A problem exists, however, because: (a) there is an inadequate number of such days in many school districts, for example, five in South Carolina, and (b) the teachers have customarily used these days to update student permanent records and prepare report cards.

Having teachers remain after school to participate in inservice is perhaps the most ineffective method. One reason that this method is not likely to be successful is that teachers as individuals, or as a union, are likely to resist such meeting times. Assuming that teachers would agree to such an approach, the learning that would occur at that time of a teacher's day is likely to be less than desirable. Again, the positive characteristic of this approach is that teachers can participate without the worry of their classrooms since their students would have been dismissed for the day.

Finally, providing substitutes for teachers during the school day has several disadvantages, as well as advantages. Teachers have concerns about this approach because they feel that they are out of their classrooms too much to have desirable continuity of instruction. They also feel that it often requires considerably more work when they return to the classroom because of the inability of the substitute to function as the regular teacher. Advantages are that teachers are usually "fresh" because they have not worked all day, and the school district does not have to pay teachers for an extra day of work.

A cursory examination of the four methods reveals that no one approach is entirely suitable, yet, each method has at least one

desirable characteristic. Our problem was to develop an inservice training model that would incorporate the positive characteristics, and omit the drawbacks of each of the aforementioned approaches. The resolution of that problem was the development of the "training team approach" for use with the University of South Carolina Teacher Corps.

OBJECTIVES RELATED TO PROBLEM

Three objectives were generated relative to the problem mentioned in the previous section. These objectives are:

1. To provide inservice education at times convenient to teachers.

2. To provide released time for teachers to participate in inservice education without disrupting the continuity of classroom instruction.

3. To provide, as needed, follow-up sessions to teachers.

The training team approach was designed to provide continuity within the classroom when teachers are released from classes for inservice activities. This team consists of two certified teachers, a team leader, and an intern who are all available full-time to implement the inservice program for two elementary schools. Although many school systems throughout the country may not have Teacher Corps interns and team leaders, the approach is still applicable. For example, the math and language arts consultants along with teacher aides could constitute a team. Other central office personnel such as science and social studies consultants could also be a part of such a team.

INSERVICE ACTIVITIES RELATED TO OBJECTIVES

The training team approach is used to provide released time, training, and follow-up activities for teachers in such areas as

metrics, multicultural education, classroom management, diagnostic/prescriptive teaching, and language arts activities. The team is used in the following manner.

1. The team members participate in inservice workshops and are provided by the workshop leader with follow-up materials with which to assist teachers in implementing what they have learned in their classrooms. The teams also provide initial training for those teachers who were unable to attend a workshop.

2. The team members work in the classroom or within the learning pod to introduce different concepts and ideas of teaching. The training team often releases an entire regular teaching team so that the released teachers can visit and be trained by regular teachers who have already been trained.

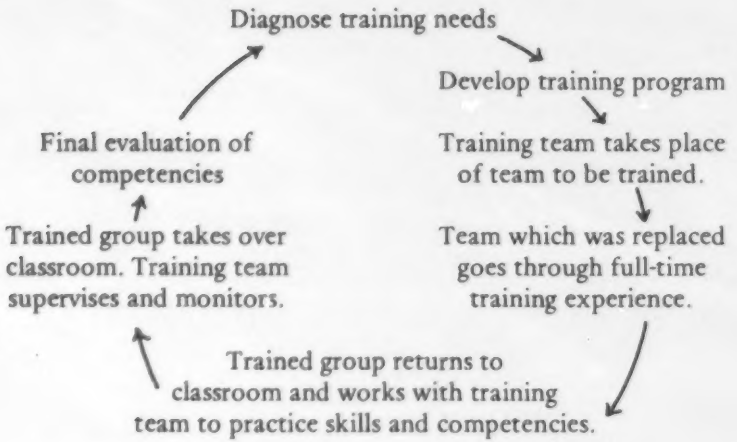
3. The team members continue the activities within a classroom while a teacher attends an inservice workshop, thereby not depriving the students of instructional time.

4. The team members are available as resource persons in a room which houses instructional materials, books, and supplies. They assist teachers in developing new learning materials and introducing new concepts.

The training team approach uses most of the advantages of the four approaches previously reviewed, while avoiding many of the problems of the previously mentioned approaches. Although the training team is used extensively, it is sometimes necessary to use the more traditional approaches when all teachers must participate in an activity.

There are several advantages to using the training team approach. First, since Teacher Corps programs are divided into teaching teams, an entire team can be replaced while its members receive inservice training. Using the training team approach also means that teachers can participate in the inservice activities knowing that an experienced group of teachers is working with their students. Second, since the training team receives all the

INSERVICE TRAINING CYCLE


Diagnose training needs
Develop training program
Training team takes place of team to be trained.
Team which was replaced goes through full-time training experience.
Trained group returns to classroom and works with training team to practice skills and competencies.
Trained group takes over classroom. Training team supervises and monitors.
Final evaluation of competencies

training that regular teachers receive, usually in more depth, this allows the team to work with other teachers. Third, the training team can provide follow-up training after workshops held by consultants. (See Inservice Training Cycle diagram above.)

EVALUATION

Several types of evaluations are used to provide feedback regarding inservice training. Teachers are observed to determine if they are changing their teaching behavior as a result of the inservice training. In cases where teachers have changed their behaviors, pupils are also observed to determine if there is a relationship between the teachers' behaviors and pupil progress.

Questionnaires are distributed to determine if teachers had inservice training at times convenient to them. They also respond to items designed to indicate whether continuity within their classrooms continued during inservice training. Finally, the questionnaire provides the data necessary to determine whether teachers had the follow-up needed to successfully implement those

skills learned during the inservice program.

The impact of this training team delivery system is most readily visible in the materials being developed and utilized in the classrooms, and the willingness with which teachers participate in inservice activities. The long-term effects of such a program will hopefully be an improved quality of education for the children.

EIGHT

THE USE OF VOLUNTEER SUBSTITUTES TO PROVIDE RELEASED TIME FOR INSERVICE TEACHERS

by
Earl C. Leggette

PROBLEM STATEMENT

How can teachers be released from instructional responsibilities to participate in inservice training activities during the regular school day without expending funds for substitute teachers?

The Mississippi State legislation affecting inservice staff development in public education mandates that, "the state shall provide an inservice program." Even though the state provides the program, "the state must allow optional attendance," because all teachers' needs are not the same. Further, teacher certification must be regulated by the Director of the Division of Instruction and this office may even establish requirements for inservice training.

This approach is logical and would be functional if money were allocated to cover the costs of providing the inservice efforts. But the legislation also states, "boards of trustees are further authorized and empowered, at their discretion, to pay, from district funds other than minimum education program funds, the whole or

any part of the salaries of teachers granted leaves for the purpose of special studies or training." The problem is that for many school districts the board of trustees is either unwilling to expend funds for this purpose or it simply does not have sufficient funds available to pay for substitute teachers.

Therefore, a situation exists in which the teachers desire and need inservice education, but neither they nor the school district can afford to pay for a substitute while the teachers are released from regular teaching to participate in the inservice activities.

OBJECTIVE RELATED TO PROBLEM

There are a number of ways that the identified problem might be addressed, several of which are discussed in other papers in this volume. Teacher Corps project staff at Jackson State University believed that the best way to address this problem, in our situation, was to seek volunteer substitutes. Accordingly, our objective was to provide volunteer substitute teachers to release regular teachers to participate in inservice training activities. A subsidiary objective was to institutionalize the volunteer substitute program within the school districts with which we work so that when the project had run its course, the vehicle for providing released time would remain.

ACTIVITIES RELATED TO THE OBJECTIVE

Recruitment. The success of the volunteer substitute teacher program depended on the identification and recruitment of appropriate personnel. Recruitment efforts were directed primarily at four populations: community persons, parents, university graduate students, and university professors.

1. COMMUNITY PERSONS—This population was reached through advertisements to the news media, the school community council, and other community agencies. The population attracted through this effort included certified, retired teachers who looked

forward to an occasional reentry into the classroom; certified, non-employed teachers who were eager for an opportunity to demonstrate their skills; and an occasional business executive who was looking for a novel and interesting experience.

2. PARENTS—This population was reached most effectively through the principal and the PTA, and included: mothers of children in the school who were certified teachers, but for a variety of reasons were not regularly employed as teachers; and fathers of children in the school who were certified, but were either unemployed, on vacation, or working at other jobs.

3. UNIVERSITY GRADUATE STUDENTS—This population was reached through university advertisements and announcements. The population attracted through these efforts included certified graduate students who were: (a) former teachers but are now full-time students and who enjoyed an occasional change in routine; (b) full-time students who had never taught but who planned to teach and appreciated the experience; (c) full-time students who wanted to field test a teaching theory; or (d) part-time students in one of the previously mentioned categories.

4. UNIVERSITY PROFESSORS—This population was reached through announcements and personal contacts, and included certified university professors in the School of Education who: (a) enjoyed the practical teaching experience with children; (b) wanted to field test a teaching theory or method; or (c) wanted to use this experience as a community service item for their personnel folders.

Personal contacts with the prospective volunteers were made via telephone, or private home and business visits by appointments. Those persons who expressed interest were asked to complete a simple, standard form which requested the following information: person's name, address and phone number, days and times the person might be available, three choices of teaching interest in rank order, and the advance time required for notification.

After the completed forms were returned, and this was a continuous process, these data were transferred to index cards and filed according to the individual's teaching area preferences and the days available. As the need for a substitute arose, the data were retrieved and the individual was contacted by the coordinator of the volunteer substitute pool. If a large enough pool of substitutes existed, the use of a computer retrieval system would facilitate the process.

It was very important that the volunteers understand that if they were called and could not serve on the day requested, no problems or hard feelings were created. It was communicated to them that an attempt had been made to establish a volunteer pool with enough depth so that someone was always available. We wanted the volunteers to avoid feelings of guilt if they had prior commitments.

Training. All volunteer teachers participated in some form of orientation and/or training. These activities were designed to help the volunteer substitutes function effectively in the classrooms of those teachers who were participating in inservice activities. Initially, participants were briefed either in small groups or on an individual basis on how the volunteer program functioned. At this point, it was explained that periodic training workshops would be provided. The training was divided into two parts: training during the school year and training during the intervening summer.

During the first school year several workshops were conducted:

1. MODELS OF TEACHING (2 hours each)—This workshop was provided as a part of the inservice program for teachers to familiarize the participants with five models of teaching (Concept Attainment, Non-directive, Inquiry, Role Playing, and Jurisprudential).

2. COMPETENCY BASED TEACHER EDUCATION (3 hours) —This workshop was designed to orient participants to (a) the Teacher Corps program, (b) how competencies were delineated and taught, and (c) how to follow a previously made lesson plan.

3. DIAGNOSTIC/PRESCRIPTIVE TEACHING (3 hours)—This workshop was designed to review and explore the basic idea of DPT and its application in the classroom.

4. HUMAN RELATIONS (2 hours)—This workshop was designed to provide experiences necessary for smooth teacher-teacher relationships and smooth teacher-student relationships.

5. METRICS WORKSHOP (2 hours)—This workshop was designed to provide an "all you need to know" approach to metrics.

6. COMMUNITY COUNCIL MEETINGS (1 hour each)—These were regularly scheduled meetings that usually featured a speaker or a presenter with a school-community related topic.

7. READING IN THE CONTENT AREA (4 hours)—This workshop was designed to complement the Diagnostic/Prescriptive Teaching Workshop in a special way. It emphasized strategies for integrating reading instruction into the regular classroom.

During the intervening summer of the two-year project, more formal training courses were offered. Several needs assessments had been conducted and the program was able not only to provide experiences to satisfy what program personnel perceived as needs, but to deal with problems and needs specifically expressed by the volunteers and teachers together.

Topics believed to treat these needs were worked into two seminars: *Problems and Issues in Secondary Schools*, and *Teaching Math in Secondary Schools*. Each three-week seminar was designed as a workshop, with a number of consultants and resource persons. A typical day lasted from 8:00 a.m. to 3:00 p.m., with one hour for lunch.

EVALUATION

The primary objective of this effort was to provide volunteer

substitutes to release inservice teachers for inservice training. To evaluate this effort, consideration was given to two questions: (a) Were the substitutes provided? and (b) Was the training provided for the volunteer substitutes adequate for their needs?

Volunteer substitutes were provided, and served while the regular teachers received their inservice training. Therefore, the answer to the first question is "yes."

The second question, "Was the training provided for the volunteers adequate for their needs?" was handled with a bit more formality. A Teacher/Course Evaluation Form-Critical Thinking Index with an *actual* vs. *preferred* Likert rating scale with eleven items was revised and administered to a random group of teachers, substitutes, and staff persons of the site school. The first administration covered the 1976-77 academic year and the second administration covered the 1977 summer inservice program.

Two null hypotheses were investigated:

HYPOTHESIS 1—There is no significant difference between the training actually received and the training preferred to have been received by the volunteer substitutes during the 1976-77 academic year.

HYPOTHESIS 2—There is no significant difference between the training actually received and the training preferred to have been received by the volunteer substitutes during the 1977 summer inservice program.

The data from the Revised Teacher/Course Evaluation Form was analyzed using the MUSIC STATPAK in the library of the Jackson State University Computer Center. Table 1 shows a failure to reject hypothesis 1 using a simple "t" test. Therefore, it is concluded that volunteer substitutes received adequate training through the workshops and conferences during the 1976-77 academic year. Table 2 shows a failure to reject hypothesis 2 using a simple "t" test. Therefore, it is concluded that the volunteer substitutes received adequate training during the 1977 summer

inservice program.

Table 1
Comparison Between Training Outcomes and Trainee Expectations During the 1976-77 Academic Year

Var	N	$\bar{X}$	$\sigma_{\bar{x}}$	df	t	P
Pre	26	46.346	6.349	25	1.669	*p>.05
Post	26	48.231	6.408			

*for significance at the .05 level with 25df, t≥2.060

Table 2
Comparison Between Training Outcomes and Trainee Expectations During the 1977 Summer Inservice Program

Var	N	$\bar{X}$	$\sigma_{\bar{x}}$	df	t	P
Pre	31	48.710	6.368	30	0.230	*p>.05
Post	31	48.935	6.175			

*for significance at the .05 level with 30df, t≥2.042

Based on the test of the above two hypotheses and the failure to reject them, it can be concluded that the Jackson 11th Cycle Teacher Corps adequately trained its volunteer substitutes.

Therefore, it is believed by the Teacher Corps Staff at Jackson State University that the best way to provide release time for inservice teachers is to recruit and train volunteer substitutes. It is self-supporting, it is a continuous process, and it works.

NINE

RELATING PUPIL ACHIEVEMENT TO TEACHER PERFORMANCE: INSERVICE EDUCATION FOR VOCATIONAL EDUCATION

by
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PROBLEM STATEMENT

How can a vocational center design, implement, and evaluate an inservice program in vocational education which relates teacher performance to pupil achievement?

Vocational education is unique and differs in many ways from academic elementary and secondary programs. In elementary and secondary education, curriculum and instruction can be diverse, with objectives for pupils derived from many sources—parents, teachers, teacher educators, curriculum designers, societal needs, and pupil needs. The diversity of role groups involved in developing pupil objectives for academic programs can lead to many kinds of pupil objectives; for example, those related to coping skills, basic skills, survival skills, leisure skills, skills for democratic living, social skills, and environmental skills.

Vocational education objectives, on the other hand, are much more specific and targeted in their intent. Under federal law, vocational education must be accountable for pupil achievement. Pupils must be taught to perform skills that are needed for success-

ful entry level employment in an occupational area, a related occupational area, or for further technical education. Pupils must be placed for employment in the occupation, and follow-up evaluation must be initiated by teachers to assure that pupils have attained the prerequisite skills needed for employment. Should the pupils not attain the needed skills, or should there not be employment opportunities available for pupils, vocational schools may lose funding for vocational programs. The vocational teacher in charge of a program is accountable for the acquisition of skills by the pupil and for follow-up placement and evaluation activities. Accountability for pupil achievement has become a part of all vocational programs.

Most vocational instructors in the State of Alabama, particularly in programs that are designed to provide pupils with entry level employment skills at Area Vocational Centers, are recruited from business and industry. Instructors must have seven years of occupational experience to teach courses related to that occupation. Instructors seeking teaching certification must take four college courses designed to produce instructional competence. The assumption in this certification arrangement is that vocational instructors will have acquired both occupational and instructional competency. Occupational competence is gained by experience, and instructional competence is gained from four college courses.

This assumption can be erroneous for several reasons. First, the occupational experience of the instructor may not coincide with the requirements of the pupil for a particular occupation. For example, a drafting instructor may have had seven years of experience in architectural drafting while the requirements for entry level employment may be in aeronautical or electrical drafting. The drafting instructor is required to teach all drafting students entry level skills for specialized drafting areas. In this instance, the instructor cannot attain the necessary occupational skills needed to teach his students without inservice education for occupational competency. Naturally, the instructor cannot be expected to have occupational experience in all areas to be taught.

Fortunately, there are curriculum development efforts in

vocational education which have been conducted and which have resulted in catalogues of performance objectives for pupils in various occupations. These objectives, designed from carefully conducted surveys of incumbent workers, specify the criterion levels which pupils must attain in order to perform the objectives to specifications. In addition to the performance objectives and criterion-referenced measures, there are teacher performance guides which provide enabling skills that teachers can use to develop lesson plans designed to help students achieve the required skills. These curriculum materials, based upon occupational requirements, provide a validated curriculum base for developing performance based lesson plans.

When teachers have developed a series of performance based lesson plans to achieve occupational competency for pupils, then they can analyze their teaching using the following four steps.

1. Is the teacher teaching to the performance objectives specified in the lesson plan?

2. Has the enabling skill or objective been related to the level of difficulty and the learning modality of the pupil?

3. Does the teacher engage pupils in activities to monitor the achievement of the objective? If not, does the teacher return to (2) above?

4. Does the teacher use principles of learning that will promote pupil attainment of the objectives?

These four steps are effective guidelines for analyzing a videotape of teaching lessons. Learning to analyze teaching objectively using these steps requires extensive inservice education.

How were the teachers of the Cullman County Area Vocational Center to become committed to both curriculum development utilizing performance based lesson plans, and to an objective analysis of their teaching using videotaping as a vehicle? Whatever procedure was to be designed also had to be replicated at other

area centers without an unusual expenditure of funds.

OBJECTIVES RELATED TO PROBLEM

Project staff decided to follow the pattern of creating an awareness among the teachers, stimulating interest, developing procedures for participating in the desired activities, and attempting to gain teacher acceptance and affirmation for the inservice education. This pattern was to undergird the entire inservice effort. To utilize this pattern and to meet project objectives, the project had to:

1. Develop and pilot test a procedure for writing performance based lesson plans utilizing the performance based catalogues developed from the surveys of incumbent workers.

2. Pilot test a procedure for using videotaped lessons, and then analyzing the teaching.

3. Design and pilot test an inservice system for implementing a curriculum development and instructional improvement program.

4. Design and pilot test a system for replicating curriculum development and instructional improvement.

5. Establish a series of activities designed to achieve the goals.

6. Pilot test management by objectives and management information systems which facilitate both process and product evaluation.

7. Evaluate the inservice procedures to determine if they produced a change in both curriculum and instruction.

INSERVICE ACTIVITIES RELATED TO OBJECTIVES

There had been no previous attempt in Alabama to develop

performance based lesson plans. A process was designed and tested using Teacher Corps interns in the project to develop lesson plans, teach lessons, and analyze them. While the interns were piloting these procedures, the project staff requested that several teachers within the Cullman County Area Vocational Center be included on curriculum development committees working at both the state and district levels. Serving on the curriculum committees helped create awareness for these teachers regarding the catalogues of performance objectives.

When the interns had completed piloting the procedures so that project staff and teacher educators perceived that the process would probably work, an experienced teacher in the school was invited to develop a set of training materials that could be utilized by state vocational staff in conducting dissemination and diffusion workshops for vocational educators throughout Alabama.

After the instructional materials for inservice education had been completed, project staff then encouraged the experienced teacher to use the materials and to analyze his teaching using the videotape feedback system. In developing these materials and employing the videotape feedback, this experienced teacher had progressed from the interest stage to that of participation.

Three other teachers were encouraged by project staff to develop training materials in their occupational areas. By this time, the procedure for developing lesson plans had been simplified. The additional teachers developed interest because of their colleague's encouragement. These teachers developed prototype materials, videotaped their teaching, and analyzed their lessons. The additional three teachers had progressed to the level of participation. The four teachers were then invited to demonstrate the use of curriculum materials and the instructional analysis process by participating in demonstration teaching for fifty-three college professors and vocational leaders from eight southeastern states.

The enthusiasm of the four teachers for developing performance based instruction created interest among the twelve remaining teachers to participate in the inservice program. The Superinten-

dent of the Cullman County System met with the teachers and encouraged them to cooperate with the trained "cadre" of teachers by participating in the activities.

The teachers who have now reached the affirmation stage are using management by objectives (MBO) and serving as a steering committee for the faculty to encourage the development of the curriculum and instructional strategies and the videotape analysis process. In the workshops requested by the teachers to fulfill their objectives, a cadre of teachers will be used to teach teachers, with project staff and teacher educators serving as resource personnel.

In summary, the process employed in the inservice component followed a pattern of establishing awareness, interest, participation, and affirmation. The project utilized intern teachers to pilot procedures. Once procedures were believed to be feasible, an experienced teacher was selected to develop the prototype. Once the prototype was completed, the teacher affirmed his acceptance of the process by teaching other teachers. While the experienced teacher was developing the prototype, three other teachers were being exposed to processes and procedures at the awareness and interest levels. These teachers were being encouraged to participate in developing and implementing prototypes. Once their prototypes were completed, affirmation of all four teachers was achieved by involving them in situations in which they were involved in teaching others. In this manner a cadre of teachers received training, became committed to the development process, and were able to train other teachers in the processes and procedures. All other teachers in the school are either at the awareness or interest level. The cadre of trained teachers and the administration of the school will continue to encourage other teachers to move toward participation and affirmation stages of development.

Dissemination and diffusion are underway by having state vocational staff utilize the training materials and prototypes to conduct training sessions throughout Alabama. Other cadres of teachers are being trained throughout the state. It is anticipated that this will result in performance based instruction eventually becoming implemented in all area vocational center programs.